Nevada State Public Charter School Authority

Amplus Academy Rainbow Campus
Site Evaluation Report: October 2, 2024

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- Nevada School Performance Framework (NSPF)
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Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

- The Board members have made it a priority to improve both the form and procedure for evaluating the Executive Director and the Principal at both the Durango and Rainbow campuses. Board members in attendance at the focus group said they want to provide higher levels of feedback and detailed information to produce a more quality evaluation than in the past. This refinement is a strength.

- A strength at the Rainbow Campus is the science proficiency, which is 47%. This is double the SPCSA average of 21.8%. There was evidence during the student focus group that students enjoyed and participated in science lessons. Students spoke about enjoying a Solar System creation and an experiment with magnets.

- Another strength at the Rainbow campus is low chronic absenteeism rates over the last few school years. For example, two years ago, during the 202222-23 school year, the rate was 2.7%. The most recent data for the 2023-24 school year is 7.3%.

- The NSPF rating is 5-star. The English Language Arts (ELA) and math proficiency rates for students at Amplus Rainbow are 66.73%. In the Academic Achievement indicator in the NSPF, Amplus Rainbow earned 25 points out of a possible 25. The Pooled Proficiency of 63.4% exceeds the District Rate of 48.3%.

- The Nevada Social Climate Social Emotional Survey measures students' perceptions of school climate in two domains: engagement and safety. The Nevada schools that exhibit excellence in physical safety establish practices that protect students from harm, threats, theft, and vandalism. Amplus Rainbow's score of 416 in Physical Safety is in the excellent range. The survey was taken by the fifth-grade students.

- An area of strength for Amplus Rainbow is the school's value of diversity. Numerous parents from the parent focus group reported high satisfaction with the school's emphasis on diversity, specifically the Country-of-Origin Events, which promote a highly inclusive culture and align with the school's diverse student population. At the Rainbow campus, there is diversity of staff that is reflective of the student population.

- The administrative staff and the teachers at the Rainbow campus work cooperatively to foster and encourage home grown teachers. It is a strength of Amplus that they have a strong mentorship program to grow their employees from within. During the staff focus group, four different staff members spoke about their personal experiences in obtaining their teaching license while working at Amplus. They praised the school leaders for strong levels of support, both financially and personally, while this was taking place. This is a strength at the Rainbow campus.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

- It is perceived by some families and students that there are, in some cases, limited opportunities for students to have physical activity. For example, the Physical Education (PE) classes are offered once per week. In addition, students and family members expressed concerns over shortened lunch and recess minutes. Members within the staff focus group said they would like to see PE offered twice per week; however, they were not sure how this might be accomplished.

- Another challenge, as perceived by students and some of the family members, was the occurrences of group punishment with certain teachers at the school. Although this may be the perception of a few, it is a challenge for the school to overcome such occurrences to improve the overall climate of positivity at the school.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

- SPCSA recommends administration and faculty work collaboratively to strategize ways in which classes can maintain their full lunchtime and recess time. Both the student and family focus groups reported feeling disheartened that a few disruptive students consistently brought about punitive measures resulting in shortened lunch times and recess times, as well as no talking during lunch. Although the concept of whole class punishment may be the perception of a few students and family members, it is recommended the leadership team acknowledge this perception and work to mitigate it.

- Social interaction is important to a student's social and emotional growth. Physical activity and brain breaks are crucial components of the academic day. The SPCSA site evaluation team encourage administration and faculty strategize ways to ensure these social and movement times are built into the school day and ensure movement breaks take place on a regular basis.

- SPCSA staff recommends continuing to focus on improving the consistent academic growth of subgroup populations, specifically academically advanced (GATE) and low-performing students (students well below grade level.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no Strong Recommendations issued for Amplus Rainbow during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no Deficiencies issued for Amplus Rainbow during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[1]	3
Family Members, Parents, and Guardians	12
Faculty and Staff	14
School Leadership	10
Students	8

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[1] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three members of the Amplus Academy Governing Board met to discuss both the Durango and Rainbow campuses. Board members were asked to discuss some of the highlights at each campus. One of the board members said, "I am impressed by the scores at both campuses and the amazing oversight at both campuses." A second board member added, "The Durango campus is kindergarten through twelfth grade and offers a dual enrollment for students to attend and earn college credit while attending high school." Board members were proud of the Gifted and Talented Programs at each of the campuses as well as the strong levels of communication between the school and families. One board member explained a recent improvement and described a process where family members receive the school newsletter with an attached link at the bottom. The link takes family members to specific data about their child through a company called My Education Data.

Board members discussed goals. One board member commented, "We are going to build a stadium and add several extracurricular activities. We have a retention issue at the high school, and we are working to change that. We know our families and students develop strong relationships with each other."

The board confirmed they evaluate the Executive Director and the building principal on a yearly basis. The board is currently working on a change to the evaluation to make it more detailed. One board member explained, "We have high expectations. Each of us (board members) gets a copy of the evaluation and rates the leader. Then, we come up with the final score. We need to get more granular in how we grade her. It's our responsibility to put that in writing. By being more specific, we will be able to identify themes in performance and ways to find new goals for growth. We also need to offer constructive criticism." Another board member commented, "I've asked Human Resources to find out what other charter schools are doing when they evaluate. A true job description and pay scale will be included in the changes. This is part of our strategic plan."

When asked to contrast the two Amplus campuses, board members said there are several similarities but some differences. A board member commented, "I've come to the Durango campus and walked around, and I was impressed with how the students and staff treat each other. It is very structured and disciplined." Another board member explained, "The staff is very dedicated to the process of learning at both campuses and everyone I meet impresses me with their knowledge." A different board member said, "We have been told we can come and sit in on classes, and it is interesting to do so. The Amplus Rainbow campus was built for little kids. They have created the school for smaller bodies and younger students. There is great mentorship between the teachers on both campuses, and the resources at both schools are equal."

Focus Group Summary: Family Members, Parents, and Guardians

Family members spoke about positive events taking place at the Rainbow campus. One parent spoke about success in raising funds at the upcoming Archer Fest Carnival. Other highlights included Country of Origin Day, when students share their cultural origins. A parent said, "This is such a fun and meaningful event. Participants sample foods from all other the world, passports are signed as each classroom represents different countries and dances from a variety of cultures are performed." Another parent expressed appreciation for the Founders Day celebration. She said, "My son dressed up like Alexander Hamilton." Family members said they like the Veterans Day assembly and the fact that all branches of the United States military are represented. All the parents said Amplus Rainbow is welcoming and provides them a true feeling of belonging to a community.

Parents indicated that Amplus Rainbow campus excels at providing each student what they need to thrive academically. One mother said, "My daughter was needing help in math and was put into the school's RTI (Response to Intervention) program. She has received exactly what she needed and has 'outgrown' the program." Families referred to the Gifted and Talented Program and said their children excel in it and they love the curriculum. Other parents reported that they like interactive online learning site called the IXL[2], which provides practice problems as well as tracking of learning to reinforce skills. A parent commented, "With IXL, my child is able to practice skills he is learning in the classroom." A different parent commented, "The teachers are great at keeping the students motivated to learn."

Family members said they would like to see a lunchroom with hot food served. A family member stated, "There is not an affordable option for lunches here." Another family member added, "It is hard to have all my children order out and making lunches for my children each morning is time consuming in our busy household." Family members discussed the disappointment in group punishment. One family member said, "All students are penalized for one student disrupting the classroom." Another parent said, "My child has missed recess due to the bad behavior of a few and he needs recess time in order to focus." A third parent said that there are times when the lunchroom becomes loud due to the voices of so many, and this is handled by all students being punished with a silent lunchtime. A few family members were disappointed when their two-page email was responded to with a two-word response.

Those in the focus group said the school is primarily physically and emotionally safe for their children. There was one incidence of a parent feeling unsupported by members of the school about her child with an Individual Education Plan, (IEP). Communication between teachers and family members was reported as overall very good, but a few concerns existed. Parents reported wanting to see teachers more uniform in their communication. For example, teachers within different grade levels could send spelling words and learning targets at the same time. One parent said, " Overall, the teachers and staff communicate well and are positive.'

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[222] IXL is an online learning company allowing practice problems and monitoring student progress.

Focus Group Summary: Faculty and Staff

There were fourteen staff members in attendance for this focus group. Staff explained how they provide consistent behavioral expectations at the Rainbow campus. A staff member said, "We have our Amplus standard with posters and goals visible throughout the school. We started using the program Leader in Me[3] this year, and it has been a great addition. I know the specials teachers (PE, art, music) like the consistency of our schoolwide expectations."

Members of the Amplus Durango staff attribute the 5-star status of the school to several factors. These include long term planning, talking in Professional Learning Communities, being on top of the pacing guides, and using clear guidelines for student success. One staff member commented, "It's the people-- the teachers, the community and staff outside of our classrooms-- that contributed to our students' success. We work hard and talk to educators above and below our grade level to know about what is best for our students." Another person commented, "I feel like our administrative team needs a high level of praise because people who work here, want to be here. We have mentors for all of our first-year staff, and we receive feedback which is caring and helpful. Honestly, having so many professional people in one building is perfect, and you can't ask for more in your teaching career!"

Teachers were asked to talk about science instruction due to the high levels of science proficiency and the excitement the students used when talking about the school and classes. One staff member said, "Everything is hands-on in science. Students get to work with magnets, do experiments, and learn to be engineers. We say, 'Okay, system engineers, let's solve this problem.'" Teachers said they stay away from basic instructional science slide presentations because learning is in the doing. An educator explained, "We create science buckets in the summertime, so that teachers can go and get all the materials needed for an activity with ease. I have a student who loves science so much; he will draw every step and show me his learning and understanding by drawing it."

A new Social Emotional Learning program called Leader in Me was discussed. A teacher said, "The program is proactive, and the students love it. It is helpful to have students learn to put words with feelings, and it helps students motivate themselves." In terms of movement as related to self-regulation, a teacher remarked, "We try to move the students around by having a brain break in the classroom. The older students move from one classroom to another and from one specials class to another. I wish we could offer two days a week of Physical Education, because it would be healthy, but I don't know how it would fit into the schedule."

Staff said members of the school leadership team communicate well and have an open-door policy. One person said, "I feel comfortable, and I know if I am doing something special in my classroom, I can ask my administrator to come in and watch, and she will try to make it. I love it and so do the students." Of the fourteen staff in the focus group, four started as teacher aides then obtained their teaching license. One person said," When I got my teaching license, the entire administrative team came to my classroom and clapped for me. I will never forget that day and what a partnership we have here."

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[3] Leader in Me is a character education program.

Focus Group Summary: School Leadership

Ten Amplus leadership staff members met to discuss the Durango and Rainbow campuses. The school principal was asked if she continues to meet with each staff member on a yearly basis to determine if staff will remain at the campus from one school year to the next. She said, "I do. I meet with staff beginning in January, including all paraprofessionals and office staff. It's been a boost in retention, and it helps refocus goals. I am able to remind staff of the tuition reimbursement program during these sessions. In addition, there are times when I have had hard conversations as people realize this profession may not be for them." The school leader explained that the school had an 88.1% teacher retention rate from last year. She said this is the fourth school year that tuition reimbursement is offered. The school principal stated, "We currently have ten out of sixteen full-time teachers who have gone through licensure programs and who were former paraprofessionals. Six are completing the program. 72.8% of our teachers are fully licensed. In addition, I mentor four people enrolled in higher education school administrator licensure programs."

School leaders discussed previous SPCSA recommendations. A leader at the school said they are excited to have a lunch program and proper lunchroom and want to make sure they are implementing such a program correctly. Leaders stated that they expect to have a rollout of a school lunch program in the 2026-2027 school year. Leaders provided an update on moving teacher instructional levels from proficient to distinguished. One school leader said, "We have instructional coaches at each campus at the elementary level and two at each campus at the secondary level. We are being strategic with the coaches, team leads, and assistant principals to drive home the idea that students need to be speaking and presenting. In addition, we are making it clear that Chromebooks are not to be used as a one-to-one driver for engagement. Students need to be speaking and presenting."

Leadership team members were asked to comment on arriving at consistency between teacher gradebooks versus the interim testing achievement scores, as this was a goal written into the School Performance Plan. One leader commented, "Just last week, we held a professional development session on this. We had all the secondary staff in the room, gave them a gradebook, and asked them to grade a common assignment. We had about 50 different scores. We asked teachers to rationalize their scores. Then we had a basic conversation about measures and how important it is to have consistency and how confusing this might be from the perspective of a student or family member." The leadership team said that data chats with parents have been successful in helping to show family members the importance of standards-based tests, which will indicate how a child is doing compared to their grade level. Leaders said the students themselves are responding to having the data chats and conversations with teachers. One leader commented, "The teachers are putting comments in the gradebook now and being more intentional about their notations and their metrics."

Focus Group Summary: Students

Eight students in third through fifth grade participated in the student focus group. When asked about what they liked about Amplus Rainbow, one student said, "I like writing and science because we build things in science with popsicle sticks." A second student added, "I like science because we made a constellation out of paper." A third student remarked, "I like the curriculum because it's user-friendly at any grade, and I know that it is the Nevada curriculum".

Teachers were discussed. Students offered high levels of praise for their teachers. One student said, "I like that my teacher is kind and she lets us play games in class. She listens to me." Another student commented, "My teacher is very engaging in our lessons because he has been teacher for years. He taught my sister." Another student added, "My teacher makes our Social Emotional Learning (SEL) lessons fun by having us give an example of when we practiced the skill." Lastly, a student shared, "My teachers are all encouraging."

Students were asked what they would change at the school to improve the experience. Students suggested longer art classes, longer GATE (Gifted and Talented) classes, more options for lunch, and more colors for the uniform. A student said, "In my grade, they have sound monitors on us and if we are too loud, then we get minutes taken away from recess. I don't like that. I can't control others but get punished for their actions sometimes." A second student added, "Some of the teachers decide to punish all the kids when one student is not following the rules. This makes me feel angry and upset because it is disrespectful to most of us who are doing what we are supposed to do."

Students spoke about the reasons they would suggest the school to a friend. Students described the school as organized due to Google Classroom, fun to learn, and having topics related to real-world problems. A student remarked, "My teacher shares the success criteria and learning targets for every lesson." Another student said, " My teacher has us go up to the board and answer the questions." Another student shared, "I like being Archer of the Month, and I love being on the cheer team. I am proud of this school and like it very much." A newer student said, "When I was new here, it was hard to get everything done, but I figured out Google Classroom and now it is easy." Students said they feel safe at the school and appreciate checking My Education Data to see how they are progressing. One student said, "This school is nice, and I told my best friend to come here. We work in groups and during WIN (What I Need) time, we switch classes and learn in groups. I love the learning in science, and we usually work in groups."

Classroom Environment and Instruction Observation Rubric

A total of 32 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 27	TOTAL: 1	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 24	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 32 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 21	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 21	TOTAL: 6	TOTAL: 2	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 32 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 24	TOTAL: 3	TOTAL: 2	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 3	TOTAL: 19	TOTAL: 4	TOTAL: 2	TOTAL: 4

Classroom Observations and Additional Comments

In an early elementary classroom, students discussed text. One student responded to a teacher's question using academic vocabulary.

In an elementary classroom with two adults, a group of 25 students were independently reading. Students were receiving support with unknown words as needed.

In an upper elementary classroom, students were working on words and sounds. The teacher asked students to write out the word and check for accuracy.

In an early elementary classroom, the teacher had students act out the word "sleep." Students pretended to be sleeping.

Several opportunities for students to express their thoughts were observed in this middle-level elementary classroom.

In an upper elementary classroom, students were working independently while the teacher walked around and answered questions and feedback.

There were several forms of feedback to students and clear expectations in an upper elementary classroom.

This was an elementary classroom with positive reinforcement of expected behavior provided on multiple occasions.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue to work to implement a school lunch program at the Rainbow campus.	Institute a school lunch program (Durango and Rainbow)-- Expected 2026-2027	School leaders have stated they are expecting a school lunch program in 2026-2027. The recommendation from the 2022-2023 previous site evaluation remains open. A National School Lunch Program can provide free breakfast and lunch to students qualifying.
Improve the number of students within the special populations of IEP and ELL as it continues to be comparatively lower than that of the school district and the SPCSA.	Make progress toward comparable enrollment data for special populations (Durango and Rainbow).	The Durango and Rainbow campus leaders continue to work toward increased enrollment for special populations.
Improve levels of intellectual engagement and pacing.	Improved pacing and differentiated instruction in classrooms to improve student engagement (Durango and Rainbow). School Performance Plan goals for Adult Learning Culture in 2023-2024 (Math) and 2024-2025 (ELA).	The increased star ratings over the previous school year note a considerable improvement in instruction at both campuses. There remains an opportunity for engagement, classroom objectives, checks for understanding, and teacher questioning to improve from highly proficient to distinguished.

Operational Compliance Checks

Fire Extinguisher   ☒ YES   ☐ NO

Nurse's Station   ☒ YES   ☐ NO

Evacuation Plan in Classrooms   ☒ YES   ☐ NO

Food Permit   ☐ YES   ☐ NO   ☒ N/A

Elevator Permit   ☒ YES   ☐ NO   ☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.